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ABSTRACT

The perceptions of both supervising and student teachers were studied regarding the actual and preferred supervisory behaviors of selected supervising teachers. The Supervising Teacher Behavior Dsecription Questionnaire (STBDQ), Form 1, was administered to all student teachers at Mississippi State University as well as to each student teacher's principal supervising teacher in the spring of 1988. The STBDQ is an ordinal scale that yields a total score, three dimension (directive, collaborative, and non-directive) scores, and three subscale (instructional planning, instructional management, and instructional evaluation) scores. A total of 66 student teachers and 66 supervising teachers completed the STBDQ. Analysis of variance was the principal statistic used to analyze the data. Results indicate that the efforts of the State Department of Education and the University to standardize the practices of Mississippi teachers have been successful. However, standard instructional planning, management, and evaluation practices are no indication of either good or bad teaching. Rather, the results only indicate that students and supervising teachers perceive supervisory behavior in very similar ways and that they desire few, if any, changes in the behavior. These findings differ from those of earlier studies concerning the STBDQ. Thirteen data tables are provided. (TJH)

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Actual and Preferred Supervisory Behaviors of Supervising Teachers as Measured by the Supervising Teacher Behavior Description Questionnaire, Form 1 (STBDQ)

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Introduction

Earlier studies of the perceptions and/or preferences student teachers have of the supervisory behavior of their supervising teachers revealed some differences between actual and preferred behaviors. The education reform movement has tried to standardize many of the practices of teachers through the statewide development of Accountability in Instructional Management (AIM) and its successor, the Instructional Management Plan (IMP). Further standardization has been promoted through use of the Mississippi Teacher Assessment Instruments (MTAI) to evaluate all Mississippi teachers. Teachers also feel the pressure to engage in standard practices and teach a standard curriculum because of the plethora of statewide standardized achievement tests administered to all students.

Mississippi State has completely reworked its undergraduate teacher preparation program to meet the requirements of the new provisional certification and performance based accreditation. Student teachers are being subjected to a wide array of standardized tests as part of the new curriculum.

It was thought worthwhile to investigate the perceptions of both supervising teachers and student teachers because of all these programmatic changes. This study, therefore, investigated the perceptions of both supervising and student teachers of the actual and preferred supervisory behaviors of selected supervising teachers in the spring of 1988.

The Problem

The problem was to determine the perceptions of supervising and student teachers of the actual and preferred supervisory behaviors of the

supervising teachers as measured by the Supervising Teacher Behavior Description Questionnaire (STBDQ), Form 1.

As a means of structuring the problem, answers were sought to the following questions:

1. Were there significant differences in the perceptions supervising teachers had of their actual and preferred supervisory behaviors?
2. Were there significant differences in student teachers' perceptions of the actual and preferred supervisory behaviors of their supervising teachers?
3. Were there significant differences in the perceptions of supervising and student teachers of the actual or preferred supervisory behaviors of the supervising teacher?
4. When the variables of level of assignment (elementary or secondary), gender, or race were considered, were there significant differences in their perceptions of actual or preferred supervisory behaviors?

Definition of Terms

STBDQ - The Supervising Teacher Behavior Description Questionnaire, Form 1, an instrument derived from the SBDQ, Form 1, designed to measure the behaviors of supervising teachers. It is an ordinal scale which yields a total score, three dimensional scores, and three subscale scores.

STBDQ Dimensions

Directive dimension - supervisory behaviors that are very direct.

Collaborative dimension - supervisory behaviors that are shared in a collaborative manner.

Nondirective dimension - supervisory behaviors that are permissive, i.e., the student teacher is allowed to do as he or she pleases.

STBDQ Subscales

Subscale 1. Instructional Planning - Those supervisory behaviors concerned with planning and preteaching.

Subscale 2. Instructional Management - Those supervisory behaviors concerned with teaching, classroom management, etc.

Subscale 3. Instructional Evaluation - Those supervisory behaviors concerned with test construction, interpretation, administration, evaluation, etc.

Procedures

The population consisted of all the student teachers at Mississippi State University in the Spring semester 1988 and each student teacher's principal supervising teacher. Student teachers return to campus for one day about half through their 12 week student teaching. Each student teacher was given two copies of the STBDQ, Form 1, answer sheets, and given verbal instructions on how to complete it. Sixty-six student teachers and 66 supervising teachers responded with complete and usable instruments. Thus the sample consisted of 66 student teachers and 66 supervising teachers for a total sample of 132 respondents.

Analysis of variance was the principal statistic used to analyze the data. Other statistics were used but these results are not included in this report.

Analysis of the Data

One hundred and thirty two persons completed the instruments. The first question sought to determine if there were differences in supervising teachers' perceptions of their actual and their preferred supervisory behaviors.

Table 1

Supervising Teachers' Perceptions of Their Actual and Their Preferred Supervisory Behaviors

Scale		$\bar{X}$	SD	F
Instructional Planning	Actual	12.70	1.98	
	Preferred	12.76	1.80	.03
Instructional Management	Actual	11.90	1.90	
	Preferred	12.17	1.65	.77
Instructional Evaluation	Actual	11.24	2.29	
	Preferred	11.45	1.99	.32
Total Score	Actual	35.83	5.03	
	Preferred	36.38	4.52	.43

N = 66 df = 1,131

Examination of the data shown in Table 1 revealed no significant differences between the self-perceived actual and preferred supervisory behaviors of supervising teachers on the total STBDQ score or any of the subscale scores.

The second question sought to determine student teachers' perceptions of the actual and preferred supervisory behaviors of their supervising teachers. Sixty-five student teachers returned complete answer sheets. These data are shown in Table 2.

Table 2

Student Teachers' Perceptions of the Actual and Preferred Supervisory Behaviors of Their Supervising Teachers

Scale		$\bar{X}$	SD	F
Instructional Planning	Actual	13.48	1.99	
	Preferred	13.38	1.82	.08
Instructional Management	Actual	12.34	2.03	
	Preferred	12.59	1.63	.38
Instructional Evaluation	Actual	11.45	2.02	
	Preferred	11.43	1.49	.002
Total	Actual	37.26	4.60	
	Preferred	37.35	3.69	.02

N = 65 df = 1,129

Examination of the data in Table 2 revealed no significant differences in student teachers' perceptions of the actual behaviors of their supervising teachers and the behaviors they would prefer.

Study of the data shown in Table 3 through 13 revealed no significant differences between the perceived actual or preferred supervisory behaviors when the variables of: supervisory teacher/student teacher, level of assignment, gender, or race were considered. This was true of all the subscales of the STBDQ and any of its dimensions within the subscales.

Table 3

Supervising and Student Teachers' Perceptions of Supervisory Teachers' Behaviors in Instructional Planning

Dimensions		Actual	Preferred	
Directive	N	$\bar{X}$	$\bar{X}$	F
Supervising Teachers	66	.56	.38	
Student Teachers	70	.44	.36	.20
Collaborative				
Supervising Teachers	66	4.18	4.48	
Student Teachers	70	3.50	4.01	.22
Nondirective				
Supervising Teachers	66	1.26	1.14	
Student Teachers	70	2.06	1.63	.52

$F \geq 3.84$ df = 1,271

Table 4

Supervising and Student Teachers' Perceptions
of Supervisory Behavior in Instructional Management

Dimensions		Actual	Preferred	
Directive	N	$\bar{X}$	$\bar{X}$	F
Supervising Teachers	66	.89	.59	
Student Teachers	70	.81	.54	.012
Collaborative				
Supervising Teachers	66	4.32	4.65	
Student Teachers	70	3.83	4.24	.042
Nondirective				
Supervising Teachers	66	.79	.76	
Student Teachers	70	1.36	1.21	.215

$F \geq 3.84$ df = 1,271

Table 5

Supervising and Student Teachers' Perceptions of
Supervising Teachers' Behavior in Instructional Management

Dimensions		Actual	Preferred	
Directive	N	$\bar{X}$	$\bar{X}$	F
Supervising Teachers	66	1.23	.94	
Student Teachers	70	1.14	.91	.026
Collaborative				
Supervising Teachers	66	4.30	4.67	
Student Teachers	70	4.07	4.54	.063
Nondirective				
Supervising Teachers	66	.47	.39	
Student Teachers	70	.79	.54	.337

$F \geq 3.84$ $df = 1,271$

Table 6

Elementary and Secondary Supervising and Student Teachers' Perceptions of Supervisory Behaviors in Instructional Planning

Dimensions		Actual	Preferred	
		$\bar{X}$	$\bar{X}$	
Directive	N			F
Elementary	65	.43	.25	
Secondary	70	.57	.49	.212
Collaborative				
Elementary	65	3.66	4.04	
Secondary	70	4.12	4.41	.040
Nondirective				
Elementary	65	1.91	1.63	
Secondary	70	1.39	1.10	.000

$F \geq = 3.84$ df = 1.269

Table 7

Elementary and Secondary Supervising and Student Teachers' Perceptions of Supervisory Behavior in Instructional Management

Dimensions		Actual	Preferred	
		$\bar{X}$	$\bar{X}$	
Directive	N			F
Elementary	65	.88	.51	
Secondary	70	.84	.63	.280
Collaborative				
Elementary	65	3.91	4.45	
Secondary	70	4.26	4.49	.622
Nondirective				
Elementary	65	1.22	.90	
Secondary	70	1.05	.89	.235

$F \geq 3.84$ df = 1,269

Table 8

Elementary and Secondary Supervising and Student Teachers' Perceptions of Supervisory Behavior in Instructional Evaluation

Dimensions		Actual	Preferred	
		$\bar{X}$	$\bar{X}$	
Directive	N			F
Elementary	65	1.20	.91	
Secondary	70	1.19	.96	.030
Collaborative				
Elementary	65	4.15	4.27	
Secondary	70	4.75	4.53	.657
Nondirective				
Elementary	65	.65	.34	
Secondary	70	.54	.51	1.09

$F \geq 3.84$ df = 1,269

Table 9

Supervising and Student Teachers' Perceptions
of Supervisory Behavior in Instructional Planning
When The Variable of Gender Was Considered

Dimension		Actual	Preferred	
		$\bar{X}$	$\bar{X}$	
Directive	N			F
Men	23	.83	.48	
Women	112	.44	.35	.823
Collaborative				
Men	23	2.70	3.57	
Women	112	4.10	4.42	.871
Nondirective				
Men	23	2.48	1.96	
Women	112	1.46	1.23	.271

$F \geq 3.84$ df = 1,269

Table 10

Supervising and Student Teachers' Perceptions of Supervisory Behavior in Instructional Management When The Variable of Gender Was Considered

Dimension		Actual	Preferred	
	N	$\bar{X}$	$\bar{X}$	
Directive				
Men	23	1.13	.80	
Women	112	1.04	.47	.399
Collaborative				
Men	23	3.43	4.38	
Women	112	3.91	4.79	.015
Nondirective				
Men	23	.74	.70	
Women	112	.56	.38	.165

$F \geq 3.84$ df = 1,269

Table 11

Supervising and Student Teachers' Perceptions of Supervisory Behavior In Instructional Planning When The Variable of Race Was Considered

Dimensions		Actual	Preferred	
		$\bar{X}$	$\bar{X}$	
Directive	N			F
Caucasian	115	.45	.36	
Noncaucasian	20	.80	.45	.708
Collaborative				
Caucasian	115	4.03	4.50	
Noncaucasian	20	2.85	3.00	.253
Nondirective				
Caucasian	115	1.51	1.51	
Noncaucasian	20	2.35	2.55	.942

$F \geq 3.84$ df = 1,269

Table 12

Supervising and Student Teachers' Perceptions
of Supervisory Behavior In Instructional Management
When The Variable of Race Was Considered

Dimensions		Actual	Preferred	
		$\bar{X}$	$\bar{X}$	
Directive	N			F
Caucasian	115	.77	.57	
Noncaucasian	20	1.40	.55	2.60
Collaborative				
Caucasian	115	4.20	4.58	
Noncaucasian	20	3.45	3.80	.004
Nondirective				
Caucasian	115	1.03	.84	
Noncaucasian	20	1.15	1.65	2.41

$F \geq 3.84$ df = 1,269

Table 13

Supervising and Student Teachers' Perceptions of Supervisory Behavior In Instructional Evaluation When The Variable of Race Was Considered

Dimensions		Actual	Preferred	
		$\bar{X}$	$\bar{X}$	
Directive	N			F
Caucasian	115	1.14	.86	
Noncaucasian	20	1.50	1.35	.062
Collaborative				
Caucasian	115	4.32	4.81	
Noncaucasian	20	3.60	3.65	.560
Nondirective				
Caucasian	115	.54	.33	
Noncaucasian	20	.90	1.00	.692

$F = \geq = 3.84$ df = 1,269

Summary

The State Department of Education and the University have been engaged in a strong and coordinated effort to standardize the practices of Mississippi teachers. The results of this study tend to indicate that these efforts have been successful. Of course, standard instructional planning, management, and evaluation practices are no indication of either "good" or "bad" teaching. Rather, it only indicates that students and supervising teachers perceive supervisory behavior in very similar ways and that they prefer few, if any, changes in them. These findings are different to earlier studies done by the researchers using the STBDQ.